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ABSTRACT

A questionnaire was mailed to the chief administrative officer of each of the fifty-one accredited library schools in the United States at the beginning of January 1973 by the Committee on Accreditation of the American Library Association. The purpose of the questionnaire was to determine the type of placement services offered by the library schools because library schools seem to provide the main access to employment for many professional librarians and for most new graduates beginning their careers. Specifically, the questionnaire sought to determine the status of women in librarianship and what role the placement services have played regarding female librarians. The tabulated results of the questionnaire, which show that library school placement is not generally socially responsible (i.e., is sexist), are included along with a copy of the questionnaire. (Author/SJ)

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ED 078847

Placement Services in Accredited Library Schools

by Helen Rippier Wheeler **

for the ALA-SRRT Task Force On The Status of Women in Librarianship

May 1973

At the beginning of January 1973 a questionnaire was mailed to the chief administrative officer of each of the fifty-one U.S.A. accredited library schools listed by the Committee on Accreditation of the American Library Association in August 1972. By May 1, 1973, thirty-nine questionnaires had been returned, representing a 76% response. (Thirteen of these were received after the affirmative action coordinator on the campus of the library school was approached.) The Task Force on the Status of Women in Librarianship was interested in collecting data and information about this aspect of library education, and thus of library service, because: library schools seem to provide the main access to employment for many professional librarians and for most new graduates beginning their careers; professional accreditation standards do not refer to placement, nor do they have policies and procedures for handling complaints from individuals pertaining to the quality of library school programs as these relate to the standards. We began with an assumption that two "givens" were basic and familiar: Title VII of the Civil Rights Act of 1964 as amended and its categories of race, color, sex, religion, national origin, and age, as well as other applicable federal laws and regulations; and the new ALA COA Standards including amendments, which became effective in January 1973. "Discrimination because of age, race, color, creed, religion, physical disability, or sex in recruitment, admission, or financial aid shall be in violation of these standards" was inserted when they were accepted.[1] We found that library school placement is not generally "socially responsible."

* * *

If one does start with the assumption that equality and law-enforcement are "all or nothing's", certain questions will be answered and in a generally similar fashion, for example 9A, asking about re-

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1. American Libraries 3:889, September 1973.

** 7940 Jefferson Hw., Baton Rouge, LA 70809.

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quests for personnel qualified for top-level jobs. While it might include several answers and comments, it would seem that nomination of a slate consisting of more than one candidate would be somewhere in the reply. "Channeling routinely to the placement director" would be desirable, so that she/he could work consistently in behalf of affirmative action. Indeed, almost half (18) of the schools reported receiving such requests frequently, twenty occasionally, and one rarely. While many respondents indicated that they did not publicize these jobs because new graduates would not have the experience, they did not indicate that they notified each alumna/us who was looking for a job! (All reported that their placement services are available to alumni.) The 'buddy system" and "word-of-mouth" recruitment, which are generally regarded as potentially discriminatory, come into play here: sixteen respondents indicated that "word-of-mouth recruitment" is utilized by most of their students, and students of three schools reportedly utilize it exclusively, with two schools not replying to question #4...

#10 and #16B were "check questions," #10 the opinion of someone whose opinion should seemingly be in the context of the law. If specific requests for personnel in such terms as race, age, sex, or religion are always illegitimate and never justified, the answer would be "None. One respondent provided what seems an acceptable alternative: 'Those seeking to comply with affirmative action." Four did not reply... And of the twenty who had replied "None" to question #10, eleven then got caught in #15 or #16B, "How are requests for such specific qualifications as "young, man, Christian, handled? The answer minimally might be 'Ignored...", hopefully "Rejected' plus some follow-through socially-responsible action. All had some answer like 'Occasionally requests for males, especially night work," or Rarely happens."

What evidences of discrimination have you observed on the part of employers or their representatives with regard to discrimination...? (#18A) It is rather difficult to comprehend thirty-one (79%) programs in several parts of the U.S.A. where placement workers have never observed any discrimination-- sexual, racial, color, religious, national origin-- since 1964, or even since 1972. One man replied, 'None in

filling library positions except the unconscious bias regarding women that is rapidly disappearing. (The data, now visible in the literature, show the opposite: it is rapidly appearing and increasing. As a feminist recently wrote, "Women need immediate help in the library profession-- before they go under irretrievably in the rising tide of masculinism!") "How do you deal with reports from students who feel that they have experienced discrimination or observed its symptoms in interviews, forms, etc. for example?" (#17) Twenty provided a "have had no complaints" type reply. The balance did not reply or described their "action" as re-wording dossier, taken no specific action, tell employer, hesitate, suggest the person file a complaint, refer to appropriate agencies, on individual basis, sometimes call, handled by University placement office.

Twenty-nine of the library schools report that they provide their own placement service, i.e. administered by the school itself, with an insitutional service also available in twenty of these. Ten schools indicated that they do not provide placement, and in these cases, the university service is used. Two questionnaires were completed by the institutional placement office, although some questions could be answered only by the school itself. Use by both students and alumni of whatever placement service is provided was reported by all the institutions. Fifteen reported that others, e.g. librarians in the area, could use the service; generally non-current students would need to come to the school to peruse files. Ten distribute a newsletter-bulletin or other listing beyond posting. Men usually have academic rank associated with this work, whereas the women with few exceptions tend to have such titles as graduate assistant, secretary, and assistant to-----. (10 male/16 female; 10 institutional services; three not answered...)

Questions most often unanswered were #17, 18, 19 and 20, relating to implementation of affirmative action. Almost no schools reported having made specific effort to implement the aspects of the new professional standards relating to sex and other types of discrimination (#20), although nine pointed out that there was no need for them to do so since they had always functioned in this manner.

Two respondents referred to what has been termed "reverse discrimination", i.e. preferential treatment beging given to re-

cruitment and employment of blacks, and two referred to whites' consideration of "more open advertising and other minorities" as discriminatory. (The IAD report, 'EEOC Guidelines for Preventing Discriminatory Employment Practices,'[1] devoted attention to black-- 11% of the population-- librarians, while not pausing in its summary of the Guidelines to give comparable special attention to sex -- female 51%-- , religion, or national origin.) Comments when volunteered often revealed lack of awareness that discrimination is an all-or-nothing proposition. The acceptance and volunteering of acceptable exceptions abounded. The (male) reporters who suggested it is legitimate to specify male librarians, e.g. prison libraries, should talk with Jane B. Lego, on the cell block several days a week "with the men."[2]

Many respondents failed to provide all or clear data requested re sex/race make-up of student body, office staff and faculty, and five skipped question #21... While they generally had data re race, they did not seem to have them as readilly for sex. Several commented on its irrelevancy; it did not seem to them to correlate in any way with sex-discrimination in employment-placement practices. (An even more reliable measure of affirmative action would be the relative numbers of tenured faculty in terms of the Title VII categories.) Of thirty-nine library schools returning questionnaires, ten report faculties having (a few) more women than men, and three of these are almost in balance. (These were the questionnaires providing detailed and full data.) Five report faculties in sex-balance, but without detailing numbers, whether full-time, etc. The balance have statistically male-dominated faculties-- typically two/one. Most library school faculty have traversed the route of the accredited library school. Eighteen of the library schools in the population have doctoral programs, with fifteen of these responding to the questionnaire. Of these fifteen, five report having faculties in sex-balance, but without always detailing numbers, whether full-time, etc.; one provided no information in question #21...; and two reported faculties with fewer men than women: 5/2 and 6/4. The balance have statistically male-dominated faculties, including such extremes as 5/15, 10/17, and 2/8.

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1. American Libraries 3:1207-1209, December 1972.
2. Lego, Jane B. "Behind the bars" IN Virginia Librarian 19:3-4, 1972-3.

It was anticipated that the student-bodies would consist of more females than males-- this is often misused to rationalize librarianship's not being female sex-discriminatory. (One women's school was pointed to by male respondents frequently.) The ratios derived from the usable data which were supplied were not as extreme as expected: 3 70/30, 80/25, 67/23, 75/25, 90/10, 53/47, 85/15 female/male%; seven provided no information...., and the balance were unusable. (The body-count of females/males in a library school does not signify that there is not sexism in its administration nor in librarianship. Even the fact that there are more women librarians than men does not prevent sex-discrimination in types of jobs women can get initially, get promoted to, and remain in, as well as their comparative salaries, lengths of time required in the same job-categories, etc. etc.)

Most respondents' answer to whether the dispatch of the dossier must be authorized/requested by the student (#11) was No. The fact that the dossier usually contains what is, in essence, her/his own business, did not seem to occur to them. Is the dossier kept confidential? Almost everyone responded Yes. When it is disptached, is employer or other requesting party instructed to maintain its confidentiality? Again, almost everyone responded Yes. And finally, "Are its entire contents open to the student?" Almost everyone replied No. The impact of the responses to these four questions in combination is a picture of the student's not being enabled to know what is being communicated about her/him for the permanent record... mental hygiene, guidance principles and counseling mentioned in the Standards have all been undermined with the typical sequence of No Yes Yes, but No. Discrimination of all types follows in the wake of this type of procedure. Between the library school and the employer there seems to be a pact, with the student hanging wondering in the middle. The "letter game" is prohibited by the Guidelines for Higher Education. In terms of the meaning of the confidential dossier system for women, see "Sexism in Letters of Recommendation."[1] Jay Daily, while not

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1. "Sexism in letters of recommendation; a case for consciousness raising" IN MLA Newsletter 5-6, September 1972.

especially concerned with sex-discrimination, makes the point that,

> One likes to believe that graduate education is the place where scholars and gentlemen gather to advance knowledge, that education for a learned profession is the ideal place to become one's own kind of man... The librarian begins to assemble a dossier over which he has no control when he first applies to library school. The first written record he acquires is his application and the letters of recommendation that accompany it, followed by the accumulation of... his efforts in library school, often including a 'confidential' folder, a means by which the instructor can say things without ever having to account for his views. So long as everyone is honest and honorable and need not be challenged, this is not a bad method, but one real nag or sarcast on the faculty can make a student's career difficult and virtually unmanageable. Ethical behavior requires that a gentleman never say in secret what he could not say to a man's face, but the library profession is somehow removed from this obligation, and after the student's secret dossier is well-started in library school, it continues job-by-job until he retires.(1)

A recent letter of reference written about a woman by an influential male library educator and shared with a number of people includes the following:

> She is a well grounded young [forty] lady... I am reasonably sure that she would relate well with her peers as well as with students, mainly because I detect in her most recent contacts with me a diminishing of what would have been earlier described as 'baby talk.' This kind of preciousness was something of a problem in the first year of her work at XYZ University; it has been greatly reduced... in recent years. I am led to believe, again on my own hunch, that she has overcome other kinds of potentially difficult characteristics-- inflexibility, limited interests, and a kind of shyness which was noticeable earlier on but is not at all evident today.

Combine this among-the-guys attitude of bringing out the worst with such male-bonding statements as 'Finally, compared with any other candidate with similar credentials, Mr. X s military record provides him with an experience which is an extra asset."

Our cover letter indicated that any accompanying material describing placement service and policy would be welcomed; six respondents included some materials. A postscript indicated that the

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1. Daily, Jay E. "Poor fools' IN Library Journal 96:2811-14, September 15, 1972. page 2813.

Task Force on the Status of Women would appreciate receiving materials or information regarding any curricular provisions relating to women; one respondent sent information about an alumnae-sponsored program, and the one school offering a related course of which we had heard did not return its questionnaire.

* * *

Tentative assumption that both recent graduates and alumni generally use their library school placement services was found to be true, giving added significance to the quality of placement service provided for beginning-level as well as more advanced positions--those filled by the policy-making,, higher-salaried, supervisory personnel involved in hiring others-- cyclic and feeding library education. With the reports of sex-discrimination in employment practices of libraries now available,[1] one might wonder about sexism at the base of professional librarians' training and philosophy. The fact that forty-two of the fifty-one schools contacted are administered by males (questionnaires from eight of the schools administered by women were returned,) this figure representing an increase in recent years in the mythical "woman s field," becomes relevant consideration. The annual statistical report of initial placement has not included sex data.[2]

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1. For example, the University of California, Berkeley and the University of Washington libraries. Note that accredited library schools are part of both institutions. SEE "Report on the Status of Women Employed in the Library of the University of California, Berkeley, with Recommendations for Affirmative Action. By Anne Lipow and others. California University, Berkeley. Library Affirmative Action Program for Women Committee (AAPWC) December 1971. 61p. (ED 066 163; MF--$0.65.) SEE Washington Library Association, Social Resources Roundtable, Task Force on the Status of Women in Librarianship, Associated Students of the University of Washington Women's Commission... "University of Washington Libraries' Discrimination Against Women; preliminary report." 1972 mimeo. Contact Lynne Rhoads, University of Washington Library, Seattle 98195.

2. Frarey, Carlyle J. and female. June 15th Library Journal.

It is possible for a library school part of an institution known for its liberality to be as sexist as the most notoriously anti-SRRT school, while the latter is able to present an accreditable picture. (Among the twelve non-respondents were some of the most prestigious, three with doctoral programs.) There is need for enforced data-gathering on a much larger scale than the Task Force on the Status of Women in Librarianship has been able to provide with its volunteers scattered around the country. Library schools with research emphases and/or social responsibility orientations might do well to consider such action-research. Small scale, informal reportage is inevitably vitiated by the fact that a library school can draw a picture which is acceptable. Because of the fact that several Task Force members are or have been associated with accredited library schools or on their campuses, it has been possible to validate in a sense a numberof items on the questionnaire, although, of course, data were transcribed as reported, and anonymity was assured all respondents. Doubtless many of the schools are parts of universities which have sex-discrimination cases pending against them. At least four are known to have been filed and be in the process of filing against these institutions and involving their libraries and these library schools.

-9- WHEELER

DATA TABULATION OF QUESTIONNAIRE TO ACCREDITED U.S.A. LIBRARY SCHOOLS IN RE PLACEMENT. Questionnaires were sent circa Jan. 1, 1973: 51 (ALA-accredited, graduate library schools in the U.S.A.) to chief-administrator. 4 brief news stories released to library media, with offer of a copy of the questionnaire Jan. 1, 1973. (Note: subsequently it became necessary to request 50¢ and SASE.)

RESPONSE
Circa March 1, 1973: had received 22 more or less completed questionnaires Follow-up reminders sent to same administrators who had not responded: 29.
Circa March 22, 1973: letter to affirmative action coordinator (by title) of institutions with still-unresponsive library schools, requesting assistance in communications: 25.
May 1, 1973: tabulation based on 76% response begun: 39.

MISC.
The administrators of the schools in the population by sex:
42 male 9 female (1 female non-respondent)
Request for information on curricular provisions being made in behalf of women in librarianship post-script to cover-letter: 1 response in re an alumnae-program.
Request for placement-related materials: 6 enclosures.

* * *

Throughout the ff., some checked more than one. (39 total responses)

1. school placement service 29 (the only service @9)
   institution's service 10
   both school & institution service(s) 20
   used by students & alumni 39

2. alumni 39
   other 15 e.g. librarians in area, anyone who will walk in

3. not generally answered clearly and/or fully, but able to glean that the person with the assignment a person with other responsibilities in the library school:
   male 10
   female 16
   no answer 3
   institutional service 10

4. word-of-mouth 16 (exclusively used at 3)
   no answer 2
   other: meetings (1); direct inquiry-letters (4)
   21 checked several of the choices offered but none checked National Librarians' Registry, SRRT or Task Force rosters. Note: question asked by what method do <u>most</u>...

5.A. public 15
   C/U 15
   school 13
   special 1
   about equal (all) 9
   no answer 2

5.B public 14
C/U 12
school 17
special 1
about equal (all) 3
no answer 8

6. yes 34 no 3
qualified yes 1 no answer 1

7. yes 15 no 21
no answer 2 Notebook mentioned by one here but many use this means, as revealed elsewhere.

8. Newsletter-type publication, i.e. beyond simply tacking up letter-requests as they come in: 10

9. A. frequently 18 occasionally 20
rarely 1
9. B. no answer 1 channeling routinely...13
personal letter... 14 nomination of slate... 2

10. no answer 4 "those seeking to comply with affirmative action" 1
none 19 very few, if any 1
state law prohibits" 1 in rare instances related to retirement policy 1
"almost none" 1
other statements, e.g. 15:
prisons request men
religious institutions specifying religion
sometimes indicate a young person
recent requests prefer a Black female
church school prefers from its denomination
specific services
specific tasks in hospitals
prisons when librarian functions as guard
convent, seminary
jails, prisons
those acceptable within the law
high crime area

11. Must this dispatched be authorized...?
yes 19 no 13 no answer 7
Is the dossier kept confidential...?
yes 29 no 2 qualified no 1
"Right to know" state law 1 no answer 5
school doesn t handle 1

When it is dispatched, is employer or other requesting party instructed...
yes 25 no 4 no answer 9
reference to the state's law stipulating "right to know" 1
Are its entire contents open to the student?
yes 4 qualified yes 7 sometimes 1
misunderstood(?) question 1 no answer 5
no 21

12. A.
yes 1
qualified yes 3
no 32
upon request 2
no answer 1

12. B.
a checklist of traits
combination of these 8
other: class performance, mainly 1
subjective narrative-type 26
synthesis 2

12. C.
2/2 3/20 4/2 5/4 6/3 8/1
no answer/6

13. no answer 6
no dossier 1

age 21
citizenship 16
color -
creed -
dependents 9
draft status 8
health 3
maiden name 9
marital history -
marital status 18

none 6
whatever student wants 1

military experience 12
occupation of spouse -
photo required -
phsyical limitations 11
place for voluntary photo 3
place of birth 10
race -
religious pref. -
religion -
sex 8

14. no answer 14
checked all3

adaptability 14
cooperativeness 12
character 5
critical judgment 13
dependability 10
effective interpersonal relationships 15
effectiveness in writing 16
grooming 2
health 4
initiative 15
industry 7
integrity 10
judgment 14

none -
"all ineffectual" 1

library effectiveness 10
mental-emotional health 8
personality 12
physical apperance 2
library potential 18
promise of devlpmnt. 12
resourcefulness 11
reliability 12
poise 6
scholarship 7
total health 1
scholarly competence 8
responsibility 13

NOTE in re 13/14: All avoided anything relating to physical appearance; most wrote in statements - especially into #13 -- which presumably made them acceptable if voluntary-- If student wishes to include typical.

15. Usually checked more than 1

15. A.
all without exception 20
some posted 7
other:
eligible applicants notified 3
posted where students can remove 1
all forwarded to institutional placement office 7
all posted except discriminatory ones, in which case we notify employer 1
routed to major professor 1
turn over to library school student association 1

published... 12
no answer
notebook 2
all by individual referral 1

15. B. placement officer 12
library school director 4
associate dean 1
office secretaries 1
no answer 3
misunderstood(?) 1
director responds when re doctoral student 1
routed 1

15 C. by individual faculty 11
announced and shared 1
placement director 1
placement office 1
varies 2
no answer 4

16. A. not applicable, i.e. institutional 1
attempt to honor reasonable requests 5
by persons knowing student well 2
filled, i.e. handled-type answer 7
on basis of desires by student or alumnus 1
by faculty consenus 1
posted 3
send placement folders 1
McBee Keysort 1
no answer 10

16. B There are requests for blacks and women 1
no 2
don't get them 5
posted 5
ignored, but fill nevertheless-type answer 6
McBee Keysort System does not identify religion or race except at the student's request 1
rare--more likely for a woman 1
sender notified we are not posting and why 1
do not receive except for man 3
many years since got religious preference 1
placement office accepts only non-discriminatory openings 1
'Ignore Christian; young man--depends 1
not applicable, i.e. institutional 1
no answer 4
no accepted 1
we don't have men 1

17-20 not generally answered...

17. haven't had any complaints-type answer 20
no answer 3
balance statements describing their 'action' e.g. very few and they were guess work; black instead of white for affirmative action; hesitate; tell employers; sometimes call; handled by university office; very few such; have taken no specific action; suggest the person file a complaint; on individual basis; refer to appropriate agencies; contact interviewer.

18. A. none 31
B. none 21
balance statements re never did discriminate in the past, references to 'reverse discrimination'.
balance: no answer
no answer 11

19. no 7
evasive answer 5
yes 18 (but didn't check out with #18 in these cases)
no answer 3
institutional 5

20. not necessary ..had always done this-type answer 10
working on it 2
mis-read(?) 5
have not 1

21. irrelevant 5

no answer 5

re faculty:
in sex balance 5
more women(just a few,however) than men 10
more men(many,however) than women 19

re student-body:
provided data 9
no answer 7
unusable responses 13

Other:
18 schools of 51 population offer doctorates; of these 18, 15 responded. Of these 15:
5 faculties in sex-balance
1 no answer
2 more women (a few)
7 more men (many)

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ALA
Social Responsibilities
Round Table

January 1, 1973

TASK FORCE ON THE STATUS OF WOMEN
IN LIBRARIANSHIP
Michelle Rudy, Coordinator.

Please direct replies to the writer at:
School of Library Science
Louisiana State University
Baton Rouge, LA 70803

Dear library education administrator,

The Task Force on the Status of Women in Librarianship is interested in obtaining information on the placement services of the accredited graduate library schools in the United States. Although we would, of course, appreciate receiving your comments and suggestions for improving equality of opportunity for women employed in librarianship, as well as samples of placement forms and publications used in your program, we have tried to structure a questionnaire which will require a minimum amount of time-consuming effort. All replies will be kept confidential.

Thank you for your cooperation in this work.

Sincerely yours,

H. Wheeler

for the SRRT Task Force On The Status of Women In Librarianship.
Helen Rippier Wheeler, Associate Professor; Member, SRRT Action Council and The Task Force on the Status of Women in Librarianship.

cc: SRRT Action Council Coordinator, SRRT Clearinghouse Secy., Task Force on the Status of Women Coordinator, ALA President, ALA Executive Director.

PS The Task Force is also interested in information on curricular provisions being made in behalf of women in librarianship; news of courses or parts of courses, continuing education programs, institutes, workshops and other structured learning experiences would also be appreciated.

1. How is placement service provided at _____ ?
(check as many as applicable throughout, please; feel free to add comments.)
school placement service — institution service
both available — used by students & alumni
other _____

2. Who is eligible to use the service(s)?
current students about to graduate
recent graduates — alumni
all current students — students/alumni of other schools
other _____

3. Person responsible for library school placement service _____
Name _____ title _____
full-time? _____

4. In your opinion, by what method do most of your students obtain their first placement?
word-of-mouth recruitment — School placement service
institution placement service — advertisements in library publs.
advertisements in newspapers — commercial agencies
state library — SRRT Roster
other profession's roster viz _____
National Librarian's Registry — Task Force on the Status of Women in Librarianship Roster
"Situation Wanted"type ad
Other _____

5A Most recent graduates are employed in
public libraries — school libraries
college/university libraries — special libraries

B The majority of the School's employed graduates are now working in
public libraries — school libraries
college/university libraries — special libraries

6. Is it possible to earn a Certificate for employment as a public school librarian in your state by means of courses in your School? _____
_____

7. Do you have a guidance-type manual or other publication available to aid your students/alumni seeking employment? ___Developed by _____

8. Do you publish job-listings? ___Have a placement newsletter? _____

9A. Top-level (administrative, policy-making) jobs come in asking for specific recommendations... frequently? occasionally? rarely?

B. These are handled by:
channeling routinely to placement director
personal letter of response
nomination of a slate consisting of more than 1 candidate
other _____

10. For which jobs (types, institutions, locations, specializations, etc.) might specification of such things as age, sex, religion, etc. be legitimate and justified? _____
_____

11. Does the School maintain a dossier-type file for each student? _____
If so, is it sent to prospective employers in behalf of the student? _____ the alumnus/alumna? ____Must this dispatch be authorized/requested by the student in writing? ___Is a fee charged the student by the library school in advance for each dispatch? _____
Is the dossier kept confidential? _____
When it is dispatched, is employer or other requesting party instructed to maintain its confidentiality? ____Are its entire contents open to the student? _____

12 A. Are reference-statements by faculty routinely shown to the student-alumnus (perhaps a "copy to" form)?_____

B. Are reference-statements about the student-alumnus based on
a checklist of traits
a combination of above
other_____
subjective narrative-type statement
an adaptation synthesizing several persons' comments

C. Approx. how many reference-statements generally enter the file/dossier?_____

13. Within the dossier, which of the ff. characteristics are identified for the prospective employer's and the placement director's use:

age
citizenship
color
creed
dependents
draft status
health
maiden name
marital history
marital status
military experience
occupation of spouse
photograph required
physical limitations
place for voluntary photo
place of birth
race
religious preference
religion
sex

14. Of the many student traits which may be rated, which of the ff. do you find most relevant, i.e.useful to the prospective employer as well as to the placement service, advisor, etc.:

adaptability
cooperativeness
character
critical judgment
dependability
effective interpersonal relations
effectiveness in writing
grooming
health
initiative
industry
integrity
judgment
library effectiveness
mental-emotional health
personality
physical appearance
library potential
promise of development
resourcefulness
reliability
poise
scholarship
total health
scholarsly competence
responsibility

15 A. When requests for prospective librarian-employees reach the School, what is their routine?_____
all without exception promptly posted in such a manner that all students know of all requests regardless of specfications and in such a manner that they cannot be removed or altered
published in a newsletter or other distributed-listing
some posted
other_____

B. Requests addressed to you - the library school director - personally (or by your title) are handled by_____

C. How are requests addressed to specific library school faculty handled?_____

16 A. How are requests for specific traits, skills, characteristics, etc. filled?_____

B. How are requests for such specific qualifications as 'young','man,' 'Christian' handled?_____

17. How do you deal with reports from students who feel that they have experienced discrimination or observed its symptoms in interviews, forms, etc. for example?_____

_____

_____

18 A. What evidences of discrimination have you observed on the part of employers or their representatives with regard to discrimination in terms of Title VII of the Civil Rights Act of 1964 / Amended 1972?

_____

_____

B. ... in terms of the 3 changes made by Council in the new Standards for Accreditation (SEE American Libraries:889, Sept. 1972)with particular reference to the first?_____

_____

19. Do the routines and documents of the School incorporate some clear statement so that all prospective employers utilizing its placement service are apprised of the fact that the institution and school are indeed commited to the principle of affirmative action, even if it means bypass?_____

_____

20. How have you facilitated implementation at your school of the changes, sometimes referred to as 'amendments', mentioned in 18B?____

_____

_____

21. What is the current distribution of your full-time faculty in terms of
races _____ sexes_____

of your student body (FTE or body-count
races _____ sexes_____

of your office staff (FTE or body-count
races _____ sexes_____

22. How many of your full-time faculty are:
men_____ women_____ alumni_____ non-white_____

23. Who is the school staff member charged with responsibility for affirmative action coordination?_____full-time?_____

Thank you.
Please return to
Helen Rippier Wheeler, Assoc. Professor
School of Library Science
Louisiana State University
Baton Rouge, LA 70803

January 1, 1973